Principal’s Conference in Gladstone
Last week was the bi-annual Central Queensland Principal’s Conference in Gladstone where 212 principals from the region attended a 4 day conference. The conference was an excellent opportunity for principals to come together, hear a common, consistent message from our director generals and to talk about how our schools are faring, particularly in regard to curriculum, teaching practice, leadership and school culture. I was pleased to identify some areas that we are doing very well and found some insight into areas that we can strengthen and develop. We will continue to focus on embedding highly successful reading strategies and ensure we strive to have students who outperform the nation in reading. We will continue developing our pedagogy practice (explicit instruction) and join with our cluster schools for moderation and collegial coaching. Over the next few weeks I will share with you the vision we have for the school and some of the key strategic decisions we will make to ensure we reach our teaching and learning goals.

Photo day
Thanks to all the students who ‘dressed to impress’ on photo day at Clermont State School. Thank you to the parents who helped make sure that the children all looked their best. I can’t wait to see the pictures.

In pursuit of excellence every day...
At the end of each day, students are asked to share a ‘moment of excellence’ from their day. Students have been sharing a variety of things that were special, exciting or excellent for them. Some have talked about a maths concept they conquered, a new level of sight words, finishing a book or something that happened at lunch time. It is a really nice time to spend reflecting about our wonderful days at MCSS!

Why not ask your child what their “moment of excellence” was for today?
Everyday counts at school
Do you know that schools track attendance? Studies have shown that one of the largest factors of students not achieving is attendance.
I sent a flyer home a few weeks ago reminding families the importance of attendance. Mistake Creek State School’s attendance rate is 92%. **Our target is 95%.** This indicates that we are below expectations. During every meeting that I have with my supervisors, I am asked what the attendance rate is for Mistake Creek State School and how I am addressing the issue.

1 or 2 days a week doesn’t seem much but …

<table>
<thead>
<tr>
<th>If your child only missing just…</th>
<th>This equals…</th>
<th>Which is…</th>
<th>and over 13 years of schooling that’s…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day per fortnight</td>
<td>20 days per year</td>
<td>4 weeks per year</td>
<td>Nearly <strong>1.5 years</strong></td>
</tr>
<tr>
<td>1 day per week</td>
<td>40 days per year</td>
<td>8 weeks per year</td>
<td>Over <strong>2.5 years</strong></td>
</tr>
<tr>
<td>2 days per week</td>
<td>80 days per year</td>
<td>16 weeks per year</td>
<td>Over <strong>5 years</strong></td>
</tr>
</tbody>
</table>

*Jonas Shantz*
Teaching Principal

**Curriculum Update**

**Reading, reading and more reading!**
As part of our 2014 improvement agenda, we have had a strong focus on reading – more clearly: reading accuracy, comprehension and fluency. **Reading for meaning is the key message!** Parents often wonder what inferential questioning is and how we can support our children learn to inference. This is a key area that students find more difficult once they have mastered fluency and accuracy. The ‘parent pipeline’ corresponds with our whole-school CAFÉ reading program.

**TOPIC: Inferring or Reading ‘between the lines’**

Have you ever read a book and assumed what the author was saying or feeling without having it actually written down? You make these assumptions using your background knowledge, clues from the story, and pictures.

Authors don’t always tell the reader everything they want them to know about the story. In order to better comprehend, children must learn to be detectives and look for clues in the text to understand the meaning of the story.

Learning to ‘infer’ is a strategy used by good readers to better understand what the author is saying.
How can you help your child with this strategy at home?

1. Read to your child and model your thinking as you read. Modelling is one of the most effective teaching strategies.
2. Have your child “read” a wordless picture book. Using the pictures to tell stories helps with the inferring process.
3. When reading with your child, ask some of the following questions:
   - Can you explain why the character acted this way?
   - How do you think the author might feel about (the character)?
   - Think about the setting… what details can you add?
   - Figure out explanations for these events.
   - What clues can you find in the pictures?

Remind your child that a book detective goes slowly, looks for clues, and uses those clues to support his/her thinking.

* Ideas and strategies are taken from: The CAFE Book, written by Gail Boushey & Joan Moser

From the Guidance Officer

This week’s article focuses on fostering optimism in your home.

We live in a world of uncertainty and change where many things are beyond our control. How we manage often depends on the way we see situations. Helping your child become an optimist and ‘look on the bright side of life’ is a step towards preparing your child for a strong future.

How do children develop optimism?

Some children are born with a ‘sunny disposition’ and a natural ability that lends itself to dealing with challenges and solving problems. Other children may struggle to overcome difficulties, often expecting the worst to occur (making ‘mountains out of molehills’).

As children grow and develop they need as many opportunities as possible to experience success. Unfortunately our brain has an instinctively inbuilt -negative bias – it tends to focus on the situations and events that did not go well; it looks for all the threats and problems in our environment – it’s our natural survival instinct kicking in.

We are fortunate though, we can train our brain to see the good things - but it takes practice – lots of practice. Neural pathways in your brain are only as strong as the number of times you use them, which is a problem when you consider how many negative thoughts most people have. We have to make a conscious effort to establish a balance between negative and positive thoughts. Because what you think is associated with how you feel, which influences how you act.

What parents can do

- Make a regular time every day for all members of your household to explore what went well during the day, and to share just how good it felt.
- Be a good model - let your children hear how you make sense of a situation (hear your ‘self-talk’) and share your positive thoughts with your children.
- Re-phrase what your child says - say things or use different words to make more positive sense out of a situation. Child: "I never have anyone to play with." Parent: "Sometimes it’s hard to find a friend, but last week you had a good time with Mary."
- Tell your own stories of overcoming hardships - "When I was at school I thought . . . but then I realised . . . "
- Use stories or videos to inspire - The Karate Kid, The Lion King, The Tortoise and the Hare, Free Willy.
- Draw your child’s attention to media and highlight public figures or winning teams who have overcome hardship.
- Give encouragement - "What were the thoughts when you were losing that tennis game?", "How did your thoughts change to help you to move from losing to winning?" Help your child catch the helpful and unhelpful thoughts and stick with the helpful ones.
Remember and tell some of the old sayings:
- "If at first you don’t succeed - try, try again."
- "There’s no such word as can’t."
- "Every cloud has a silver lining."

Reminders
- Teaching your child how to build an optimistic outlook costs nothing but is good life insurance.
- Every time children achieve something they start to believe that they can go on trying and have more successes.
- The more optimistic children are, the more they are able to succeed.
- The way that adults think about their experiences is powerful in shaping a child’s beliefs about why success or failure might occur.

Kind regards,
Rick Masters
Guidance Officer

Parent’s & Citizens Association + Community

Information
When: Tuesday 10th June 2014 (that’s 2 days after the Fun Run!)
Where: St Joseph’s Catholic School
Start: 8:30 AM
Bring: uniform, hat, water bottle, running shoes, snacks and your SCHOOL CHEER!

Canteen
Meat Pie $4
Sausage Roll $3
Hot Dog $3.50
Pizza Slice $3.50
Homebake $1
Assorted Fruit $1
Packet Chips $2
Popper $1.50
Soft Drink & Water $2
Tea Coffee Milo $1-$2

Athletics Carnival

TIME EVENTS
8:30am - Begin march past
8:40am - Children march past grandstand - National Anthem/ War cries
9:03am - 800m events (ages 9/10/11/12)
9:30am - Sprints start - children 5-12 years
10:00am - Ages 5/6/7/8 Tuckshop
10:30am - 200m events children (ages 9/10/11/12)
11:00am - Ages 9/10/11/12 Tuckshop
11:30am - Children ages 5/6/7/8 move to Tabloid Sports
- Children ages 9/10/11/12 years move to Field Events
  (Shot Put, Discus, Long Jump, High Jump)
1:00pm - Gift race / Afternoon Tea (organise teams of 8 for Ball Games)
1:15pm - Ball Games (mixed ages, same house/school)
2:00pm - Relays
2:30pm - Assemble / Presentation of Trophies / Thanks
2:45pm - Pack up / depart

* All times are approximate and depending on how time is travelling, children may be required to complete during their lunch break.
## Term Planner

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Sunday</td>
<td>QUEEN’S BIRTHDAY HOLIDAY</td>
<td>Small School Athletics Carnival in Clermont</td>
<td>CANCELLED: Arts Council in Clermont Mrs Martyn Teaches</td>
<td>HPE/Music</td>
<td></td>
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<tr>
<td>9</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>LOTE</td>
<td>Hayley Away (finance training)</td>
<td>Mrs Martyn Teaches</td>
<td>Playgroup</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1 Report Cards go home.</td>
<td>Mrs Martyn Teaches</td>
<td>HPE/Music Term 2 Ends</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>1 July</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ SCHOOL HOLIDAYS ✓</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
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<tr>
<td></td>
<td></td>
<td>✓ SCHOOL HOLIDAYS ✓</td>
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</tbody>
</table>

### TERM 3

**Week 1**

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 3 STARTS</td>
<td>Winchester Camp Yr 3-6</td>
<td>Winchester Camp Yr 3-6 Mrs Martyn teaches</td>
<td>Winchester Camp Yr 3-6</td>
<td></td>
</tr>
</tbody>
</table>

## Playgroup calendar (save the dates)

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>21 Feb</td>
<td>RAFS</td>
</tr>
<tr>
<td></td>
<td>21 Mar</td>
<td>Rhiannon &amp; Bindy</td>
</tr>
<tr>
<td>Term 2</td>
<td>9 May</td>
<td>RAFS</td>
</tr>
<tr>
<td></td>
<td>8 June (FUN RUN DAY)</td>
<td>RAFS tent set up in AM</td>
</tr>
<tr>
<td>Term 3</td>
<td>25 Jul</td>
<td>Krissy &amp; Loretta</td>
</tr>
<tr>
<td></td>
<td>15 Aug</td>
<td>RAFS</td>
</tr>
<tr>
<td>Term 4</td>
<td>12 Sept</td>
<td>Danielle &amp; Renee</td>
</tr>
<tr>
<td></td>
<td>21 Nov</td>
<td>RAFS</td>
</tr>
</tbody>
</table>

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www.MistakeCreekSS.eq.edu.au

In pursuit of excellence.